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ABSTRACT

These proceedings report on a 1994 conference on the planning, implementing, and refining of programs designed to enhance the first-year experience of college students in urban settings. Early sections detail conference aims, background and policies. One section describes workshops on various topics, provides a profile on the keynote speaker, and a schedule of a student panel. This section also contains brief descriptions of the events held during the conference's seven sessions. Following this is a presentation of abstracts grouped by institution. Many of these describe programs or components of programs at urban institutions for first-year students. Among topics included are the following: first-year student persistence, students on public assistance, student/faculty relations, academic support services, summer program for science and engineering students, building community, career planning, tutorial services, non-traditional student services, student retention, volunteer partnerships, clustering, freshman studies program cost effectiveness, student employment services, student achievement in very challenging courses, teaching critical thinking, and student orientation courses. (JB)

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ED 370 517

Special Focus Conference on Urban Campuses

Conference Program and Proceedings Charleston, SC June 2 - 4, 1994

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Conference Host
University of South Carolina
National Resource Center for The Freshman Year Experience
Division of Continuing Education

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Schedule of Events

All conference sessions will take place in the Lightsey Conference Center on the Campus of the University of Charleston

Thursday, June 2

8:00	a.m.	- 6:00	p.m.	Conference Registration - *Lightsey Conference Center*
9:00	a.m.	- 4:00	p.m.	Topical Preconference Workshops
4:30	p.m.	- 6:00	p.m.	Primer for First-Time FYE Attendees: *John N. Gardner - room 226*
7:00	p.m.	- 9:30	p.m.	Opening Banquet Speaker: *J. Herman Blake - Auditorium / room 228*

Friday, June 3

8:00	a.m.	- 9:00	a.m.	Student Panel -*room 226*
9:00	a.m.	- 9:30	a.m.	Refreshment Break - *Conference Center Foyer*
9:30	a.m.	- 10:30	a.m.	Concurrent Session I
10:45	a.m.	- 12:15	p.m.	Concurrent Session II
12:30	p.m.	- 2:00	p.m.	Luncheon Speaker: *Sandra Elman - Auditorium / room 228*
2:15	p.m.	- 3:15	p.m.	Concurrent Session III
3:30	p.m.	- 4:30	p.m.	Concurrent Session IV
4:30	p.m.	- 4:45	p.m.	Refreshment Break - *Conference Center Foyer*
4:45	p.m.	- 5:45	p.m.	Concurrent Session V

Saturday, June 4

8:30	a.m.	- 9:30	a.m.	Concurrent Session VI
9:30	a.m.	- 10:00	a.m.	Refreshment Break - *Conference Center Foyer*
10:00	a.m.	- 11:30	a.m.	Concurrent Session VII
11:45	p.m.	- 1:00	p.m.	Town Meeting - *room 220*

Welcome

Welcome to The Freshman Year Experience Special Focus Conference on Urban Campuses. This conference is designed with a setting and structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a great conference for you.

Goals of the Conference

The primary goal of the Special Focus Conference on Urban Campuses is to assist educators and administrators in institutions of higher education in the planning, implementing, and refining of programs designed to enhance the first-year experience of students in an urban setting. The presentations center around such topics as teaching, research, academic advising programs, and special populations of first-year students. With attention to the total freshman year, this conference will:

- ✓ Present information on innovative and successful programs and freshman year concepts that help attract freshmen, assist them in making successful adjustments to higher education inside and outside the classroom, and increase their retention rate;
- ✓ Assemble faculty, academic administrators, and student affairs administrators to model a partnership for the improvement of the first year;
- ✓ Bring together educators who are committed to effecting meaningful change and reform of the first year and to helping their institutions remain strong and competitive;
- ✓ Focus on the developmental tasks of freshmen (academic, vocational, emotional, physical, spiritual, and social) and the enhancement of these factors by mutually complementary programs.

Conference Background

The University of South Carolina and the University 101 Program hosted the first National Conference on the Freshman Orientation Course/Freshman Seminar Concept in February 1982. The conference was attended by 173 post-secondary educators from public, private, two-year, four-year, and senior institutions in the United States and Canada. This group was interested in developing new programs to promote freshman retention and adjustments through freshman seminar courses. At that conference in 1982, it became apparent that a broader look at the first year was desirable and timely. Thus, the 1982 conference participants requested that a second national conference be held in February 1983, but with a broader focus than solely on freshman seminars/freshman orientation courses. This led conference host John Gardner to change the name and the focus of the conference to the National Conference on The Freshman Year Experience.

The purpose of the 1983 Conference on The Freshman Year Experience was to continue to look at freshman seminar courses designed to promote freshman retention and adjustment, as well as to examine a much broader variety of special freshman year programs designed to improve the freshman year experience. Three hundred twenty-two educators representing every type of institution of higher education approached the task of identifying innovative and successful methods for improving the freshman year, the foundation upon which the total college experience is based. The continued positive response to previous conferences, numerous requests for more information on the freshman year experience, and the growing number of freshman programs across the nation contributed to our sponsorship of the Conference Series on The Freshman Year Experience from 1983 until now.

The conference series has held a total of 53 meetings in British Columbia, California, Colorado, Connecticut, England, Florida, Illinois, Maryland, Massachusetts, Missouri, New York, Nova Scotia, Ohio, Oklahoma, Ontario, Pennsylvania, Scotland, South Carolina, Texas and Virginia.

Welcome

Format for Conference Presentations

All conference sessions will be held at the University of Charleston. The back cover of this program pictures a floor plan of the Lightsey Conference Center to assist in locating the appropriate meeting rooms. Included in this program on page 3 is a complete conference schedule listing of all sessions times, as well as the conference banquet, refreshment breaks, and other conference events.

"Back by Popular Demand" Sessions

A select group of outstanding concurrent sessions from the 1993 Conference on The Freshman Year Experience have been invited to return in 1994 for an encore presentation. Look for the "certificate" of approval next to the program number.

Information Exchange and Freshman Seminar Syllabus Swap

This is a conference event designed as an opportunity for all conference participants to distribute and gather materials on campus-based programs and courses. Space is available throughout the conference on the designated tables near the conference registration area. All conference attendees are invited to bring brochures, handouts and syllabi to set out for others to gather.

Message Board

There will be a Message Board near the FYE registration table. Please check the board periodically for important general or personal messages.

No-Smoking Policy

The conference organizers request careful observance of the no-smoking policy in the meeting rooms and dining areas. We enforce this rule due to our concern about health risks associated with passive exposure to cigarette smoke.

Exhibitors

The University of South Carolina and the Conference on The Freshman Year Experience welcome exhibitors, but their participation as exhibitors does not signify an official endorsement from the University of South Carolina or the organizers of this conference for the commercial products being exhibited. * Exhibitors present at this conference are: Center for Academic Development at the University of Missouri-Kansas City, College Survival/Houghton Mifflin, and Wadsworth Publishing Co. (*Preregistered at the time of this printing.)

Parking

Parking is available in designated lots around the University of Charleston campus. You may pick up your decal for these lots at the Freshman Year Experience registration desk in the Lightsey Conference Center.

Sponsoring Institution and Conference Planning Staff

University of South Carolina

Founded in 1801 as South Carolina College, the University of South Carolina is currently one of the nation's foremost centers for teaching, research, and public service. The University's eight-campus system enrolls approximately 41,300 students, of whom 25,000 are enrolled on the Columbia campus. The University offers baccalaureate degrees in 79 majors, master's degrees in 167 fields, and doctorates in 68 fields, including medicine, pharmacy, and law.

Since its origin in 1972, the University 101 program at the University of South Carolina has been a pioneer and a national leader in enhancing the freshman year. The program consists of a freshman seminar course and an accompanying faculty development program. As testimony to the effectiveness of University 101, a large number of colleges and universities in the United States and Canada have developed programs modeled after the University 101 program. The National Resource Center for The Freshman Year Experience at the University of South Carolina has as its purpose the collection and dissemination of information about the freshman year. To that end, the Center hosts and organizes national and international conferences, seminars, and workshops; engages in research; and publishes a scholarly journal, newsletter, monograph series, and other publications. These publications and the continuing education activities are dedicated to expanding available knowledge about freshman programming and factors that enhance the success of first-year students.

The Division of Continuing Education is one of the oldest professional continuing education organizations in the country. The Division has long been committed to hosting and supporting conferences of excellence and distinction.

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Undergraduate Student Staff
Amy J. Davies
Sydney E. Moore

Thursday, June 2

8:00 a.m. - 6:00 p.m.

Conference Registration

Lightsey Conference Center

Topical Preconference Workshops

Freshman Seminar Instructor Training

• 9:00 am - 4:00 pm. • $155 • *room 220*

Dan Berman, *Co-Director, Instruction and Faculty Development, University 101; Associate Professor, Media Arts,* University of South Carolina at Columbia

This didactic and experiential workshop will highlight cognitive and affective techniques designed to prepare participants to teach a freshman seminar course. Current research indicates that 65% of American colleges and universities now offer a freshman seminar of which 24% have been implemented within the last three years. Many institutions, however, have not yet implemented a program to train instructors for these courses. We believe that comprehensive instructor training is the key to maintaining an effective freshman seminar program. The workshop will be valuable for both novice and experienced instructors and trainers. It is especially appropriate for faculty as well as administrators and student affairs professionals. Innovative instructional strategies that have been proven effective in freshman seminars and in teaching students at all levels across the curriculum will be offered. Boxed lunch provided.

The Freshman Year Experience and the Adult Learner

• 1:00 pm - 4:00 pm. • $85 • *room 224*

Dorothy S. Fidler, *Senior Managing Editor, Publications, National Resource Center for The Freshman Year Experience*, University of South Carolina at Columbia

This workshop will feature an in-depth exploration of The Freshman Year Experience/University 101 concepts developed at the University of South Carolina as they apply to the unique needs and circumstances of the adult learner. The workshop leader has been responsible since 1980 for developing unique adaptations of the University 101 Freshman Year Experience concepts to special cohorts of first-time entering students over the age of 25, and she advises students in the office of Adult Student Services. The workshop will prepare participants to initiate and refine their own design of freshman seminar courses for adult learners and /or to design other appropriate freshman year experiences for the non-traditional adult student.

Students of Color -- Beyond Retention

• 1:00 am - 4:00 pm. • $85 • *room 217/217 A*

Francine McNairy, *Associate Provost*, West Chester University of Pennsylvania

Very often colleges and universities spend varying amounts of human and financial resources to increase the retention rate of students of color. In doing so, we often neglect to focus on institutional variables which not only negatively impact retention rate, but also hamper the progressive growth and development of students of color. This workshop will focus on the strategies that move the institution beyond increasing the retention rate of students of color. This workshop will focus on the strategies that move the institution to prepare for the twenty-first century in a strategic manner. Workshop participants will obtain a working bibliography to support those strategies.

4:30 p.m. - 6:00 p.m.

Primer for First-Time Attendees

room 226

John N. Gardner
Director, University 101 and National Resource Center for the Freshman Year Experience
University of South Carolina at Columbia

A tradition at Freshman Year Experience conferences since 1984, the "primer" session will review the background events which led to the creation of University 101 at the University of South Carolina and the resulting series of conferences and a national higher education reform movement known as "The Freshman Year Experience." Gardner will attempt to explicate the meaning of this now ubiquitous concept in higher education and spell out the philosophical assumptions which underline this conference series. Attendance is welcomed for all, but particularly appropriate for first-time attendees at The Freshman Year Experience conferences.

7:00 p.m. - 9:30 p.m.

Opening Banquet

Auditorium / room 228

"Living for the City: The Urban Challenge"

Keynote Speaker: *J. Herman Blake*

As Vice Chancellor for Undergraduate Education at Indiana University - Purdue University at Indianapolis, Dr. Herman Blake understands the issues facing urban campuses and their students. Dr. Blake's undergraduate work at New York University and his master and doctoral experience at the University of California at Berkeley served as the foundation for an extensive career in higher education at Tugaloo College, Swarthmore College, University of California at Santa Cruz, and now IU-PUI. His honors, professional memberships, and publications are extensive, and a recurring theme in his work is the pressing need for higher education to strategically redirect its efforts and put itself in service to those adults and communities who are currently disenfranchised by our system.

8:00 a.m. - 9:00 a.m.
Student Panel

room 226

Students Speak Out!

Moderators:

M. Stuart Hunter, Co-Director, National Resource Center for the Freshman Year Experience
and
Beth C. Bell, Graduate Intern

This panel discussion will feature students from The University of South Carolina, Trident Technical College and the College of Charleston. The panelists will respond to questions from the moderators and the audience about their freshman year experience: what they liked, what they didn't like, what was most helpful, and what they needed during their freshman year. This interactive discussion will give participants an insightful glimpse of the most important perspective: the students'!

9:00 a.m. - 9:30 a.m.

Refreshment Break

Conference Center Foyer

Overcoming Obstacles to Learning: An Analysis of FYE Adult/Non-Traditional Students on an Urban Campus

Room 217/217 A

Edna Farace Wilson
Associate Dean, School of Continuing Studies
La Salle University

Since 1990, La Salle University's School of Continuing Studies has required a FYE course. The presentation will provide a profile of the adult/non-traditional students who enrolled in the FYE course. The profile of 197 students is a summary of data collected through student records, course evaluations, and autobiographies which were part of the FYE assignments. Student retention data will be included. An examination of the obstacles the students encountered in pursuing a baccalaureate education will be presented. The FYE course can be instrumental in enhancing a sense of community for this population. Successful ways for integrating FYE students into the campus environment will be examined.

Session I 9:30 a.m. - 10:30 a.m.

Enhancing the Freshman Experience at the Urban Campus: The Emerging Role of Academic Support Services

Room 220

Neil Rudin
Associate Vice President for Academic Affairs and Dean of Undergraduate Studies
State University College at Buffalo

Susan Zirin
Director, Academic Advisement and New Student Programs
State University College at Buffalo

This presentation focuses on the role of faculty and academic support services in enhancing the overall freshman experience within the context of the prevailing conditions in higher education, particularly at urban public institutions. The emphasis is on practical strategies for involving faculty and developing specific programs. The types of programs enumerated deal with the role of faculty and academic support services in facilitating the transition to college, improving and expanding academic advisement and faculty mentoring, enhancing freshman teaching, and establishing strong academic support systems designed to help students meet institutional academic standards.

Living and Learning in a "Sub-Urban" Setting

Room 224

Helen N. Wood
Director, Housing and Residential Life
National-Louis University

Robert D. Clark
Vice President, Institutional Planning and Research
National-Louis University

The purpose of this presentation is to describe a "new" living/learning residential facility being planned at our institution for our unique blend of "traditional aged" undergraduate students. A history of the residential facility and difficulties in keeping students there will be first presented. Next, a description of the events and circumstances leading up to the development of the "living/learning" center concept will be presented. Finally, the elements of the planned living/ learning facility and programming will be described.

Clustering Revisited

Room 224 A

Harold Brown
Director of Honors
Pace University

The Freshman Thinking Project (FTP) was an experimental, one year, cross-disciplinary program which stressed critical thinking and interpersonal relations. The experiment ran for six years and ended in 1992. In this session, in light of graduation rates of students in FTP and in control groups, and in light of recent published research by Alexander Astin, we will reconsider some of the issues raised in two previous presentation at Freshman Year Experience conferences, "A Community for Commuters: Pace University's Freshman Thinking Project," given a t Tampa in 1990 and "Conquering 'Clusterphobia': Merging into the Mainstream," given at the 11th Annual Conference in February, 1992.

Session II 10:45 a.m. - 12:15 p.m.

5

SI and VSI: Mastering Killer Courses

Room 217/217 A

Kay Blair
Director of Training, Center for Academic Development
University of Missouri-Kansas City

This session presents two powerful programs designed to retain students while helping them develop needed academic skills. Both programs focus on student achievement in "killer courses." Collaborative learning strategies facilitate learning and empower students to break the cycle of learning dependency. Research findings indicate students achieve higher grades and re-enroll and graduate at higher rates.

6

The Career Development Office in Recruiting, Advising, and Enrolling Adult Students

Room 220

Jack Tharp
Vice-Chancellor, Student Services
Indiana University-Kokomo

Jane Adcock
Director of Career Development and Placement
Indiana University-Kokomo

The Career Development Office is an effective resource in attracting and enrolling non-traditional students. By integrating three distinct services, occupational interest assessment, adult transition workshops, and a special orientation, the Career Development Office helps non-traditional students begin their first college experience. Students enter the University with clearer occupational goals, knowledge of how to make the system work for them, and intensive instruction relating to first semester success. The goal of this practical tripartite advising program is to enhance student satisfaction upon entry, thus influencing student commitment to the institution, the latter a key element in retention.

7

Enhancing Faculty/Student Relations in an Urban College Setting

Room 224

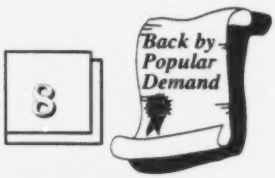
Mary A. Davis
Chair & Associate Professor of Business
State University College at Buffalo

Frank J. Pascarella
Associate Professor, Health / Physical Education / Recreation
State University College at Buffalo

Robert J. Elmes
Professor, Speech Communication
State University College at Buffalo

This session will highlight major activities implemented by faculty and staff at an urban college to attract, enroll, retain, and graduate freshman students. Discussion will include faculty/ staff development programs and related activities designed to reduce student attrition rates and improve academic performance.

Session II 10:45 a.m. - 12:15 p.m. • Luncheon



Making Critical Thinking Happen in the Freshman Seminar

Room 224 A

Richard B. Lawhon
Director, Instructional Development Project
University of South Carolina at Columbia

Critical thinking can be induced—and sustained—in freshman seminars. Humor is important in your introduction of critical thinking techniques, and modeling is essential. This session demonstrates techniques, discusses results to be expected, and answers questions about your ideas concerning the use of critical thinking in your freshman seminar.

12:30 p.m. - 2:00 p.m.

Luncheon

Auditorium / room 228

"Creating Community on Urban Campuses: What Works and Why"

Keynote Speaker: *Sandra E. Elman*

Sandra E. Elman is regarded as one of the foremost experts on urban universities. Her current position as Associate Director of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, is the latest in a series of accomplishments in the fields of higher education and public affairs. Previous experiences with public affairs institutes, higher education resource centers, and teaching have augmented her academic preparation from Hunter College and the University of California at Berkeley. Dr. Elman has published extensively on public policy and higher education and is coauthor of *New Priorities for the University: Meeting Society's Needs for Applied Knowledge and Competent Individuals.*

Session III 2:15 p.m. - 3:15 p.m.

Building Success and Community: A Tutorial Clearinghouse

Room 217/217 A

Carol A. Callahan
Instructional Services Coordinator
Georgia State University

The Tutorial Clearinghouse at Georgia State University provides a centralized listing of available tutors who have been screened and trained. This represents an attempt to offer students the opportunity to achieve success, tutors a market for their services, and both a greater sense of campus community. This presentation will discuss procedures involved in establishing the Tutorial Clearinghouse including problems encountered and future plans.

The Essex County College Freshman Center: A Developing Two Year Model in an Urban Community College

Room 220

Lisa Donato
Director, Freshman Center
Essex County College

In addressing the needs of a non-traditional and diverse student body, Essex County College's Freshman Center focuses on peer mentoring and role modeling. The Center provides a strong network of information and referral and encourages faculty supported efforts to strengthen student community. In the presentation we hope to underline the retention principles upon which our program is based, illustrate the activities piloted this year to address our student development goals, and highlight its relevance to urban students.

A Conversation with Sandra Elman

Room 224

Sandra Elman
Associate Director
New England Association of Schools and Colleges

This session is designed to allow conference participants to continue the dialogue initiated at the luncheon and to ask further questions of Sandra Elman.

Session III 2:15 p.m. - 3:15 p.m.

12

SCUBA (Search Careers, Uncover your Best Advantage): Starting Early, Not Deciding Too Soon

Room 224 A

Betty Jo Matzinger
Assistant Director, Career Center
Georgetown University

Often, a busy freshman can become a senior who has never visited their career center. Then, self-assessment, career research and employer targeting can be overwhelming even to the most confident student. SCUBA introduces career issues sooner, without pressuring students to "focus" without sufficient information. Over 200 students participated with a 92% retention rate for four sessions. We've had success with the SCUBA program, a series of progressive career workshops for freshmen, by linking student summer job or internship interests to their whole career path. In this session, we will outline the program, discuss marketing efforts and highlight retention management.

Session IV 3:30 p.m. - 4:30 p.m. • Refreshment Break

13

Student Employment Services in Urban Higher Education: Bells, Whistles, and Career Development

Room 217/217 A

David B. Small
Assistant Vice President for Student Services
University of Houston

Given that an estimated 75 percent of urban undergraduate college students work, it is vital that student affairs practitioners in urban institutions understand the dynamics associated with students who work and students' academic achievement, persistence, and career development. This presentation will address the philosophical foundations of an urban university student employment service. It will explore the relationship of student employment to student development and the mission of the institution. There will be a review of recent high-technology applications in this field, including a hands-on-demonstration of state-of-the-art voice-processing technology.

14

The Interdisciplinary Studies Seminar: Adapting and Changing a New Student Orientation Course

Room 220

Theodore A. Kotila
Assistant Professor of Social Science, Interdisciplinary Studies Program
Wayne State University

Linda L. Hulbert
Assistant to the Director, Interdisciplinary Studies Program
Wayne State University

A discussion of how and why the Interdisciplinary Studies Program at Wayne State University altered its new student orientation course. Using "writing-to-learn" and other research on non-traditional students, the faculty has developed a far more efficient introduction to interdisciplinarity.

15

Reassessing Cost-Effectiveness of the Freshman Studies Program at Seton Hall University — An Urban Campus

Room 224

Athar Murtuza
Associate Professor, Accounting
Seton Hall University

Kusum Ketkar
Professor of Economics
Seton Hall University

The paper evaluates cost-effectiveness of the Freshman Studies Program as a resource in meeting the needs of an ethnically diverse student body at Seton Hall, as a vehicle to enrich the student life on campus, and to stabilize enrollments in the face of the declining college-bound population. In so doing, the paper has developed a methodology which can be used to measure the cost-effectiveness of the academic programs in general.

4:30 p.m. - 4:45 p.m.

Refreshment Break

Conference Center Foyer

Session V 4:45 p.m. - 5:45 p.m.

Bridging the Gap: Designing Services for Adult Students

Room 217/217A

Lynn M. Ferguson
Director of Orientation/ Student Activities
University of South Carolina-Lancaster

Dianne T. Evans
Associate Professor of Psychology
University of South Carolina-Lancaster

The most important aspect of any adult program is how successfully an institution can bridge the gap and create a sense of belonging to the new environment: the university. The focus of this workshop is to make participants aware of the impact starting or returning to college has on the adult student and how we, as an institution, can help bridge this gap.

Developing a Comprehensive Retention Program in a Rapid Growth University

Room 220

Teresa B. Robinson
Assistant Vice President for Academic Affairs
Middle Tennessee State University

Faced with the problems of unprecedented growth, MTSU is presently involved in the development of a comprehensive retention program. Efforts include hiring five academic advisors, increased support of the freshman seminar program, minority mentoring, athletic advising, hiring a director of Adult Student Services, establishing an office of "New Student Orientation", and starting a shuttle service for commuting students, the Raider X-Press.

Summer Program for Entering Freshmen Science & Engineering Majors

Room 224

Millicent Roth
Associate Professor, Department of Special Programs
City College of New York

Michael Weiner
Professor-Chemistry
City College of New York

This session will describe a summer program of academic preparation and college and career orientation for entering science and engineering majors. We teach problem solving using content in chemistry and physics. Students work in teams to promote the development of support, a community, and integration into the life of the college. Our retention rate was 64% over a four year period.

Session VI 8:30 a.m. - 9:30 a.m. • Refreshment Break

Taking the PULSE of Freshmen: The Use of a Panel Study to Better Understand the Barriers and Bridges to First Year Persistence

Room 217/217 A

Debra K. Sells
Acting Associate Director, Residential Life
Arizona State University

William S. Johnson
Director, Office of University Evaluation
Arizona State University

Arizona State University (approximately 43,000 students and located in the Phoenix metropolitan area) has long been concerned about the quality of experiences (academic and social) that its first-year students face. In the Fall of 1993, Arizona State University initiated a long-term panel study (called PULSE) of a representative sample of entering freshmen. PULSE (Project to Understand Learning and Student Experience) will further the understanding of the barriers and bridges to a successful first year. This session discusses the research design, initial findings,and the importance of intra-institutional collaboration to accomplish such a complex and ambitious project in a time of diminishing resources.

Communications Training: A Key to Building Community and Enhancing Learning

Room 220

Pat Nelson
Instructor, Speech and Higher Education Seminar
DeKalb College

Mary Brown Hinely
Coordinator of Higher Education Seminar
DeKalb College

This session will show how communications training in the Freshman Seminar Course enhances learning and helps build a sense of community so necessary in a large metropolitan Atlanta two-year college. The presenters will discuss some of the communication research literature, the success rate at DeKalb College, and present a dozen practical ways to incorporate communications training into the class. Handouts for some of the activities will be available.

Exploring the Evidence: Reporting Outcomes of Freshman Seminars

Room 224

Betsy Barefoot
Co-Director, The National Resource Center on the Freshman Year Experience
University of South Carolina at Columbia

Although assessment of higher education outcomes is nothing new, the pressures to measure and report educational outcomes have increased dramatically over the past decade. Freshman seminars have responded to this pressure in unique and creative ways. This session will review the current state-of-the-art in assessment of freshman seminars including not only methods of measuring retention, graduation and academic skills improvement but also assessment of a wide range of other potential effects for students and for freshman seminar faculty.

8:30 a.m. - 9:30 a.m.

Refreshment Break

Conference Center Foyer

Session VII 10:00 a.m. - 11:30 a.m.

Building Volunteer Partnerships in Urban Communities

Room 217/217 A

R. Dale Safrit
Assistant Professor
The Ohio State University

Jeff King
Assistant Professor
The Ohio State University

Kitty Burcau
Director, Volunteer Center
The Ohio State University

In 1993, the presenters conducted a research study that described characteristics of urban volunteers in five Ohio urban communities and investigated their motivations and needs. The data gathered will enable urban volunteer organizations to more effectively plan programs. This session will assist participants in developing effective strategies to establish and nurture volunteer programs in urban settings. Small group discussion, critical dialogue, and reflective analysis will assist participants in applying the information shared towards creating an involving campus community, focusing on diverse urban institutions characterized by large commuting, non-traditional/adult student populations.

College Opportunity to Prepare for Employment (COPE)

Room 224

Richard Jones, Jr.
Project Director
Borough of Manhattan Community College

Olivia Cousins
Project Coordinator
Borough of Manhattan Community College

Olga Comissiong
Program Director
Borough of Manhattan Community College

The College Opportunity to Prepare for Employment (COPE) Program is an empowerment program which has as its primary focus the movement of Public Assistance recipients through college and in the workforce. Developed under a special partnership agreement with the City University of New York and the New York City Human Resources Administration (HRA) the program is part of an ongoing implementation of the New York State Welfare Reform Plan. An outgrowth of the Pre-Freshman Immersion Program, the BMCC COPE Initiative has been in existence for nearly two years and currently services approximately 350 students.

The Prompts Project: Four Years Later

Room 224 A

Jean M. Yerian
Associate Dean of Student Affairs
Virginia Commonwealth University

Tracy S. Green
Coordinator of New Student Programs
Virginia Commonwealth University

In 1990, Virginia Commonwealth University began the Prompts Project, interviewing first-year students about facets of their academic and non-academic lives. Students in introductory English courses responded to an imPROMPTu question each week, generating about 10,000 responses in all. Recently, VCU received a Southern Association commendation for the Prompts Project's focus on and evaluation of the freshman experience. This session will describe the project methodology, share findings from the original report and follow-up project, and talk about exciting initiatives -- including a new $87,000 grant to address first-year student success and satisfaction in the large-classroom environment -- that "the Prompts" have inspired.

Town Meeting

11:45 a.m. - 1:00 p.m.
Town Meeting

room 220

facilitated by

John N. Gardner, University of South Carolina at Columbia

M. Stuart Hunter, University of South Carolina at Columbia

Betsy O. Barefoot, University of South Carolina at Columbia

This concluding session is designed as an open discussion on ideas and information presented during the conference sessions and current issues related to supporting first-year students. Active participation by all participants is encouraged. We are especially interested in what people have learned and where we need to go from here.

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Presentation Abstracts

The following abstracts of concurrent sessions provide additional information on presentations scheduled throughout the conference. They can be found in alphabetical order by institution.

Arizona State University

Office of University Evaluation
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Taking the PULSE of Freshmen: The Use of a Panel Study to Better Understand the Barriers and Bridges to First Year Persistence

Debra K. Sells
William S. Johnson
Denice Ward Hood
Shelly A. Potts

The literature is replete with studies investigating the relationship between students' attitudes and values, institutional characteristics and the impact on retention/persistence. While some factors such as financial difficulty, institutional fit, and social integration may explain the decision by some students to withdraw, others persist in spite of such difficulties.

Tinto (1975, 1988) explored the longitudinal nature of student departure highlighting the varying difficulties that students face over time. Tinto contends that freshmen enter the university with intentions and commitments which are continuously modified over time through interactions with the structures (academic and social) of the institution. This panel study with the following two-dimensional model was proposed in order to identify such involvement and commitments. Commitment to attaining the bachelor's degree and/or attaining the bachelor's degree from *this* institution. Involvement in community, family, and off-campus activities vs. involvement in campus-related pursuits.

PULSE (Project to Understand Learning and Student Experience) is expected to further the understanding of these factors that inhibit and encourage students' timely academic progress to graduation from Arizona State University. Periodic contacts with the freshmen panel determined to be representative of the entering student population will allow the "pulse" of the campus community to be taken regarding student involvement, commitment, academic and student services, experiences, and current topics and events as students advance through their college experience at ASU.

The following questions derived from the involvement/commitment model are being investigated in this panel study. What is the effect of level of commitment to the institution and/or attaining the degree on persistence? At what point is extra-curricular involvement counter-productive? Do students who are involved in on-campus activities (rather than off-campus) persist at a higher rate? Is commitment to the degree and/or institution predictive of persistence? Do traditional students differ from transfers on these dimensions? Can high involvement and/or commitment mediate the effects of average-to-below average academic achievement on persistence?

Sample Five hundred freshmen students will be randomly selected from the Fall 1993 entering student population at Arizona State University. The panel of

students will be stratified by such demographic variables as major, race/ethnicity, in-state vs. out-of-state residency, and on-campus vs. off-campus housing. In some cases, purposeful over-sampling will be used to insure longitudinal representation of particularly underrepresented groups. Baseline data will be collected from all new freshmen (N=3,000) enrolled in the first-year composition course during the fall 1993 semester via an ***Entering Freshmen Survey***.

Method Qualitative and quantitative data will be gathered to investigate barriers and bridges to first-year retention. The freshmen cohort of students will be continuously tracked over a five to six year period beginning fall semester 1993 via survey instruments approximately four times each academic year. Additionally, periodic focus groups, target surveys, and telephone interviews will be used to assess student attitudes and opinions about current topics of student and university concern.

Each student will be asked to provide his/her ID number on the initial survey so that Student Information System (SIS) data (e.g., major, college, GPA, enrollment status) may be collected and monitored. Participants will be informed that their responses will be confidential and reported only as aggregate data.

Subsequent surveys will take the "pulse" of the panel at critical points during the academic year. Students will participate in timely evaluations of university services such as orientation, academic advising, and course registration. Several times during the academic year, survey results in aggregate form will be shared with participants. Students who interrupt their enrollment (drop-out, stop-out, academic dismissal, transfer) will be contacted once to collect exit data.

Instruments The ***Entering Freshmen*** survey instrument includes items that assess pre-college expectations, plans, and activities; future expectations; involvement internal and external to ASU including employment, support systems, and participation in extracurricular activities; family and community responsibilities; and satisfaction with social and class-related experiences as well as academic performance. Both instruments will be pilot tested during the 1993 Orientation with new freshmen and transfer students.

PULSE is modeled after PRISM (Prompt Response to Improve Saint Mary's) at Saint Mary's College in Notre Dame, Indiana. Saint Mary's College used a small standing poll panel to "ascertain the attitudes and opinions of its students" during the 1991-1992 Academic Year.

Analysis Analysis conducted will include a factor analysis to establish the factor structure of the involvement and commitment dimensions with these student populations. As the preliminary analysis, multiple regression analyses will be performed to examine whether the involvement and commitment subscales predicted first-semester GPA and retention. The regression procedure will be conducted by racial/ethnic group and gender. As the research design continues to emerge, further analyses will be utilized. The proposed presentation will include an overview of the panel study and a discussion of the results of the tests of the hypotheses.

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BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET, NEW YORK, NY 10007

Title of Presentation: "Strategies for Retention and Matriculation of the Student on Public Assistance: A Case Study of the BMCC COPE Immersion Model"

Presenter's Names:

Project Director, Richard Jones,
Project Coordinator, Olivia Cousins,
Program Director, Olga Comissiong

Faculty Members: Vanessa Rozzelle
Cynthia Richards
Gail Cueto
Randy Donowitz

3 students (one from each cohort):
Luz Aponte
Linda Whittle
Arlene Vega

ABSTRACT

This presentation examines the various strategies developed by the BMCC College Opportunity to Prepare for Employment (COPE) Program in its work with students receiving public assistance.

The **BMCC COPE Initiative** is an outgrowth of the college's **Pre-Freshman Immersion Program** which has as its mission the provision of educational opportunity, access and excellence for the non-traditional student. The Pre-Freshman Immersion Program utilizes a content-rich academic environment that offers students all levels of basic skills courses, includes a theme-centered approach, a freshman-level core, experiential formats, blocked and paired courses, collaborative learning and computer-assisted instructional settings. The program is designed to provide an opportunity for students to address basic skills needs; reduce the time students successfully spend in basic skills courses; to ease the transition from high school or the work place to college; and provide faculty with an opportunity to explore innovative approaches to

improving the quality of basic skills instruction for non-traditional students. During the past several years, BMCC has experienced a dramatic increase in the number of public assistance recipients, characterized as either Home Relief (HR) or Aid to Families with Dependent Children (AFDC). A significant number of students in these two categories enter college with the expressed desire of graduating and becoming financially self-sufficient. However, formidable barriers such as basic skill needs, child care responsibilities, lack of financial and motivational support and limited academic and social support can prove to be insurmountable. This particular situation is oftentimes compounded by the subjection of AFDC recipients to periodic demoralizing encounters with bureaucratic agencies which foster dependency and [redacted]the continuation of victimization roles. For the AFDC student who somehow finds the strength to circumvent such oppressive barriers, self-esteem, although bruised and somewhat damaged, nevertheless paradoxically remains intact. Indeed, one of the strengths which the AFDC student brings to the college setting is the ability to navigate difficult systems, circumvent obstacles and pitfalls, and access systems which are not user friendly. The challenge of educational work with this particular target population is to assist and develop persistence aimed at the completion of the college experience. Thus, the overall goal of COPE is to empower COPE students to move from a state of dependency to self-sufficiency; from financial and social reliance on welfare to self-reliance through viable, long term employment opportunities enhanced by academic achievement.

The BMCC COPE Initiative is the result of a historic collaboration between the New York State Department of Social Services (DSS), the New York City Department of Human Resources Administration (HRA), and the City University of New York (CUNY). The BMCC program has built on this unique collaboration by developing andrologogical learning strategies which have fostered the development and growth of learning communities headed by faculty and complemented by small classes with teaching assistants and tutorial supports. Additional strategies include strong advocacy/linkages with HRA, empowerment seminars, cultural diversity workshops, and community service placements.

The majority of our COPE students are women, and considerable attention has been given to addressing the compelling issues related to the concerns and problems experienced by women in their pursuit of post-secondary education and job related opportunities. The retention and matriculation of women within the educational system is of paramount concern, given the observation that child care and familial responsibilities continue to compromise and plague the career development of women at critical periods during their lives. COPE students are offered an experience which includes significant courses (developmental as well as content oriented) which are thematically linked, paired and clustered with a focus on **Women, Work, and Health.** Additionally, students are offered workshops, seminars and colloquia which are framed by a female perspective and an acknowledgment that students are also adults who bring with them a myriad of experiences which go beyond their present academic challenge.

Attrition and retention have been identified as the key issues in the development of the BMCC COPE Program. Our experiences with the Pre-Freshman Immersion Programs and the Freshman Year Programs underscored the observation that these two processes are directly affected by a student's academic and social integration into the institution. Strategies utilized in these programs included the high use of campus facilities, college work study, and informal contact with instructors and students outside the classroom. These strategies were also incorporated into the development and implementation of the COPE Program.

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BUFFALO STATE COLLEGE

1300 Elmwood Avenue Buffalo, New York 14222-1095

ENHANCING FACULTY/STUDENT RELATIONS IN AN URBAN COLLEGE SETTING

Dr. Mary A. Davis, Associate Professor and Chair, Business Department
Dr. Robert J. Elmes, Professor, Speech Communication
Dr. Frank J. Pascarella, Associate Professor, Health, Physical Education and Recreation

Buffalo State College is the largest arts and sciences college in (SUNY) the State University of New York. We have an enrollment of 12,000+ students, and we are located in the cultural center of the City of Buffalo. Part of our mission is to become one of the best urban colleges in the country!

In working to achieve our mission, we knew we needed to attract, enroll, retain, and graduate more freshman students. So, in 1987 the Associate Vice President for Academic Affairs, acting on a proposal presented by an ad hoc faculty senate and academic affairs committee, organized a committee to develop the Freshman Seminar Program and the Faculty Enhancement Project as part of our freshman retention efforts.

The origination of the Freshman Experience Program had as its foundation research in the areas of student retention. Noted experts addressed the committee and faculty on retention activities. Faculty learned that the seeds of attrition are planted in the freshman year, thus, the Freshman Experience Program was born. Out of this idea, a myriad of programs to address student needs in the freshman year were developed. This presentation will highlight some of those activities.

An integral part of the freshman experience program is the Faculty Enhancement Project and Faculty/Staff Development. Through these programs faculty and staff are developed and nurtured to participate with students in the total learning process. Campus activities are planned to include faculty, staff, and students.

We will highlight the various successes and openly discuss future directions of the activities at Buffalo State College.

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BUFFALO STATE COLLEGE

1300 Elmwood Avenue Buffalo, New York 14222-1095

ENHANCING THE FRESHMAN EXPERIENCE AT THE URBAN CAMPUS: THE EMERGING ROLE OF ACADEMIC SUPPORT SERVICES

Neil Rudin, Associate Vice President for Academic Affairs and Dean of Undergraduate Studies
Susan Zirin, Director, Academic Advisement and New Student Programs

Profound changes in the nature of the contemporary undergraduate school population have significantly altered the landscape of higher education in the course of the last decade. Such phenomena as wide-ranging differences in socioeconomic background, academic preparedness, age, and learning styles have all contributed to the changed nature of higher education. Many faculty members who attended school and entered teaching careers during a period characterized by a more homogeneous student body and more traditional societal and educational expectations have experienced great difficulties adjusting. Nowhere has the impact on higher education been greater than on the urban college or university, particularly the public undergraduate institution.

In the context of the environment described above, it is critical that the college community seek to respond effectively to the changing needs of the contemporary, pluralistic student body. While there is an emerging consensus regarding the needs of these diverse constituencies, as well as effective strategies for dealing with them, too many members of the established college community resist becoming engaged in meaningful ways. Responsibility for this area is to often relegated solely to student service professionals. However, in order to assess and address the needs of today's students most effectively, greater participation from faculty, academic administrators, and academic support services is needed. In particular, academic support services are assuming a critical role in this process, not only in helping faculty achieve a more complete understanding of the issues and the strategies needed, but also in developing and providing important new programs, services, and activities designed to enhance the teaching and learning environment.

This presentation focuses on the role of academic administration and academic support services in enhancing the overall freshman experience within the context of the prevailing conditions in higher education, particularly at urban public institutions. The emphasis is on practical strategies for involving faculty and developing specific programs based on more than five years of successful experiences at State University College at Buffalo. The types of programs enumerated deal with the role of faculty and academic support services in facilitating the transition to college, improving and expanding academic advisement and faculty mentoring, enhancing freshman teaching, and establishing strong academic support systems designed to help students meet institutional academic standards. Examples of specific programs to be discussed include a content-based Freshman Seminar Program, a Freshman Assistance Program composed of five major elements, and the Faculty Enhancement Project designed to involve faculty more intensely in orientation and mentoring activities. Topics addressed also include faculty development, improvement of advisement, and innovative organizational structures. Several years of extensive evaluations of such programs at State University College at Buffalo confirm that our student participants tend to perform better academically, persist longer in pursuing degrees, become better acquainted with faculty, and take better advantage of extra-curricular activities and college services.

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THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
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(212)

A Summer Program for Freshman Science and Engineering Students

Dr. Millicent Roth
Associate Professor
Department of Special Programs

Dr. Michael Weiner
Professor
Department of Chemistry

This abstract describes a summer program offered by the City College of New York to entering freshmen who are interested in science-based careers. It is funded by a grant from the New York State Education Department, with additional support from the National Science Foundation.

The program is an intensive four week experience of academic preparation and career orientation. It addresses a significant problem: the inability of students to complete introductory science courses which often lessens the chance that they will successfully complete a science or engineering major. The program objective, therefore, is to prepare these entering freshman for science courses by teaching them problem solving skills and analytic thinking skills which will enable them to assimilate and apply information.

Content in chemistry and physics, and special projects related to the students' majors, are used to develop these skills. Problem solving sessions led by a combination of instructors and team leaders solve problems introduced in the lab or in the project assignments. A writing component is integrated into the science syllabus to force students to communicate their understanding of problem solving and scientific concepts.

Weekly career sessions offer students an early introduction to their intended majors and careers, and are used to broaden their outlook on their futures in the sciences and engineering.

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Students work in teams in the labs, on their projects, and in problem solving sessions. The teams are used to promote the development of networks of support and a sense of community among the students, faculty and staff which facilitates the students' integration into the life of the college. This outcome of the program has proven to be crucial to the survival of these urban commuter college students.

The academic progress and retention of students from the summer 1987 through 1990 was followed. The retention rate for these summer program students was 64% over the four year period. The percentage of students still at City College who have remained in good academic standing since they entered the College is 72%. Of those who did not remain at the College, 57% left in good academic standing. Given the pattern at City College, we can assume that these students transferred to other colleges.

Other colleges within the CUNY system used the City College model for their summer programs. The program's potential for dissemination is excellent because it requires no special facilities or faculty. It's only requirement is a faculty ready to get involved with students in a more interactive setting, and willing to be a part of a team approach to learning. The curriculum easily accommodates any combination of sciences so long as the focus is on the development of problem solving skills.

Since research shows that a primary cause of failure often lies with the students' lack of instruction in problem solving skills, the impact of our summer program is obvious. It has been demonstrated that students provided with these skills exhibit increased academic achievement. Success early on can provide the needed impetus to pursue and complete a college level science curriculum. This is evidenced by the retention data on the City College summer program students who are attempting difficult majors. The success of the program at City College whose population is 63% minority, and which is home to students from 80 different nationalities, is proof of its widespread applicability to students of different backgrounds.

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DEKALB COLLEGE
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COMMUNICATIONS TRAINING: A KEY TO BUILDING COMMUNITY AND ENHANCING LEARNING

Pat Nelson
Instructor of Speech
Communication and Higher
Education Seminar

Mary Brown Hinely
Associate Professor
of Music and Higher
Education Seminar
Coordinator

DeKalb College, a two-year commuter college in Metropolitan Atlanta, has a diverse student population around 16,000 on four campuses. The college which is part of the University System of Georgia is open to all students. Instructors of the freshman seminar course, Higher Education Seminar: Guide to College Success, have developed communication techniques, activities and assignments to promote the crucial spirit of community so important for student adjustment to and satisfaction with college life.

The rationale is based on communication research which indicates that communication apprehension is a predictor of drop-out rates and academic achievement. Many students experience a high level of communication apprehension when they are thrust in a new situation such as entering college. Communications training can improve speaking and listening in interpersonal communication, interviews, small group work, as well as public speaking situations. As students experience success in these areas, their apprehension diminishes and they begin to establish a community in the classroom.

The presenters will briefly review some of the communication research literature that is applicable for this course and the success DeKalb College's students have experienced by taking the Higher Education Seminar. They will present a dozen practical ways to incorporate communications training, both subtly and overtly, in the Freshman Seminar Course. Special emphasis will be given on ways to reduce communication apprehension. There will be handouts for some of the activities.

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ESSEX COUNTY COLLEGE
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Freshman Center

The Essex County College Freshman Center: A Developing Two Year Model in an Urban Community College

Presenter: Lisa Donato-Director, Freshman Center

At Essex County College in Newark, New Jersey, diversity is the prevailing characteristic of the student body. The majority of students are non-traditional in age and academic preparation, and include 60% women, 60% black/African American, 16% Hispanic/Latino, 15% white, and 2% Asian. There are also a growing number of international and Bilingual students at the college.

In an effort to support the success of these students,the college has established a small Freshman Center. The mission of the Center includes serving as a clearinghouse for information and as a referral source for students during their first semester of enrollment. The Center is a centralized, friendly and informal environment which provides individualized attention maximizing student use of College facilities, providing a network of personalized support, and generally addressing the successful transition into college.

But secondly, and perhaps most importantly, the Center is staffed entirely by successful student leaders. These students understand and support the College, have learned personally about college life, and are excellent role models for new students. They interact openly and casually with students visiting the Center, escort them to college offices, and introduce personnel whenever possible. They provide a vital link to tutoring, counseling, and a variety of resources available at the college. There is a definite feeling of social commitment in the Center, as non-traditional students support each other through the transition process.

The Center has flourished with the support of Student Government, the college's peer counseling component and two social work interns. Our goals are based on the wisdom gleaned from the literature on Retention, and include the following:

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1. To integrate new students into the life of the college and maximize their use of college facilities
2. To provide a centralized source of information about the college, and referral to college offices
3. To increase opportunities for Faculty/Student contact
4. To increase opportunities for peer interaction, including peer mentoring and networking, and emphasizing the building of student community. In our setting and in terms of our population, role modeling is one of our most powerful dynamics
5. To provide increased opportunities for leadership development

Freshman Center staff are trained in communication and helping skills, office procedures, and college information. They are provided certificates of appreciation, letters of recommendation, and job related skills. They offer each other tremendous peer support and receive mentoring from the Director and Professional staff.

More prevalent among four year colleges, the Freshman Center is less frequently found in two year colleges. Since such a large percentage of the population of two-year colleges are "Freshmen", definitions of the target group, and sheer volume have made a two year model difficult to establish. Yet unlike a four year college, a two year college often experiences a continuous flow of entering students, with large groups coming in both the Fall and Spring. Orientation activities require year round attention. In cases of open admissions and academic underpreparedness, successful transitions require increased support.

It is the intention of this presentation to underline the retention principles upon which our program is based. We also hope to illustrate the activities piloted this year which are related to student development. The particular relevance of this program to urban students will be highlighted. With a review of some of our measures of initial success, a general discussion of the application of this model will conclude the presentation.

GEORGETOWN UNIVERSITY

Career Center

SCUBA: Search Careers, Uncover your Best Advantage: Starting Early, Not Deciding Too Soon

Betty Jo Matzinger, Assistant Director

"This program has really helped me to begin my internship and career planning. I've learned things I would never have known and I look forward to trying all my ideas out." (SCUBA participant, Fall 1993)

SCUBA is designed to teach underclass students how to explore, apply for and land internships and summer jobs. Students are introduced to the integral components of career development and decision-making as they work closely with peers and Career Center professionals. They target specific industries, develop a resume and start networking for career information and advice. Students can be frustrated and overwhelmed by starting the internship or summer job search. Often they feel compelled to choose their career first rather than viewing the experiential component as a way to facilitate decision-making. There are many resources available to help them, but first they must know how to look and how to use what they find. SCUBA presents the search process and builds a career strategy that applies to internships, summer jobs, and eventually full-time positions. In four workshops students:

SCUBA 1
- explore interests, values and skills
- take the Self-Directed Search
- identify the professional skills they wish to build
- learn the ins and outs of the Career Center library internship resources
- create a list of career fields to research for opportunities

SCUBA 2
- create of list of prospective internship/summer job sites
- explore Career Center Internship Network opportunities.
- learn how to build a professional network
- fine-tune professional phone etiquette for effective contacts
- begin a professional resume

SCUBA 3
- learn how to effectively market skills to employers
- continue to revise the professional resume
- develop effective cover letter styles
- explore successful resume and cover letter formats
- further develop networking skills to uncover unadvertised opportunities

SCUBA 4
- discover the step-by-step tactics of finding an internship or summer job
- develop your internship/summer job search strategies
- finalize an action plan to land the internship/summer job
- discuss effective interviewing strategies
- learn how to answer difficult interview questions
- prepare for a variety of interviewing situations

PO Box 967 Hoya Station Washington DC 20057-1034
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PROGRAM SUMMARY

- **20 four-workshop** (one hour each) **programs** were offered
- **233 students registered**
  - 202 students attended first workshop — 87% retention (last year, 60%)
  - 195 students attended second workshop — 97% retention (last year, 90%)
  - 189 students attended third workshop — 94% retention
  - 186 students attended fourth workshop — 92% retention
- **Participation by School** (202 students)

Business	71	35.1%
Foreign Service	60	29.7%
College of Arts and Sciences	55	27.2%
Languages and Linguistics	15	07.4%
Nursing	01	00.5%

- **Participation by Gender**

Female	130	64%
Male	72	36%

- **Sessions Offered per Month / Student Participation**

November 93	1	12
January 94	1	11
February 94	8	86
March 94	5	49
April 94	5	44
Fall Total	1	12
Spring Total	19	190
Year Total	20	202

REVISIONS UNDER CONSIDERATION

- Consider assessment tool(s): CEI, SDS, CISS, MBTI, SIGI+
- Revamp and update binder materials
- Include examples of underclass student resumes and cover letters in workshop
- Increase interactive interviewing exercises
- Add survey at beginning and end of program to assess development
- Explore adding fifth and sixth workshops in response to student evaluations
- Examine increasing individual workshop time from 1 hour to 75 or 90 minutes
- Schedule around class and evening hours to meet student demand
- Increase phone/letter follow up to maintain retention and monitor individual progress

DISCUSSION

The session will be used to present the specific content and supporting materials of the SCUBA program along with our marketing and retention challenges. We will examine student profiles, issues around measuring success, student evaluations and current revisions under consideration. Information sharing/brainstorming to facilitate and increase freshmen's regular use of career center services/resources will be included.

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Georgia State University

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Building Success And Community: A Tutorial Clearinghouse

Carol A. Callahan, Instructional Services Coordinator
Georgia State University

Abstract

Georgia State University is an urban university with a student population of over 25, 000 undergraduates. It is a non-residential institution. Most students are older than the traditional age. Most hold part-time or full-time jobs. The campus does not have a strong sense of community because of these factors and most students are isolated in their pursuit of education. The University student population does not reflect the community as most students commute from suburban areas to the campus that is in the heart of downtown Atlanta.

In spite of this, the University has tried to foster a sense of oneness with the surrounding community and is committed to the concept of urban use. As existing buildings are vacated by businesses moving out of the heart of the city, the University has moved departments into them. Dormitories built for the 1996 Olympics building effort will be available in the fall of 1996. Programs that foster a sense of community, that unite students, and that work toward retention and success are being developed. One such plan is the Tutorial Clearinghouse.

The Tutorial Clearinghouse is a program of the Cooperative Learning Lab of the Division of Developmental Studies. The Lab offers tutoring for a variety of student populations as well as supplemental instruction. The rationale for offering a Tutorial Clearinghouse grew out of the many requests for tutoring referrals from the local community as well as the student population and concern that tutorial efforts on campus were fragmented and of varying quality. The Clearinghouse was also seen as a way to bring students together on campus for extended periods of time, thus fostering a sense of community.

Several steps led to the formation of the Clearinghouse:

1. A conceptualization of the overall workings of the Clearinghouse was formulated and approved at the Division level. Anticipated problems were discussed and addressed at this point if possible.

2. A memorandum was sent to all department heads on campus making them aware of the plan to begin a Clearinghouse. The rationale for the Clearinghouse was stated and faculty were invited to make tutor referrals. They were told to anticipate that students would be asking them for letters of recommendation in order to be listed in the Directory.

3. A flyer that invited students to an organizational meeting and provided a telephone number and training dates was sent to all departments with a request that they post it. General posting on

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campus was not done as we wanted to ascertain how many responses would be received through this means before going to a larger pool.

4. A training information flyer with date and time of the required training session was sent to all departments for posting.

5. Training was held. Students were trained in the basics of learning theory, study skills, and problem solving. They were given fee guidelines and told how to begin every tutoring session and end it. They were given rules as well as guidelines.

6. Student transcripts were retrieved and evaluated. Letters were procured. A list was developed.

7. Space on campus was procured.

8. Tutors are asked to provide the Clearinghouse with the number of hours they tutor weekly. We do not ask for fee information but simply want to know if the service is being utilized.

9. Advertising promoting the Clearinghouse was done in the school newspaper and on bulletin boards throughout campus.

Problems

Problems encountered include a lack of response from students initially. No one came to the organization meeting although there were many telephone calls from people wanting to be tutors. It was decided to hold future training sessions after students have produce the verification documents of transcripts and letters of recommendation. It could be a waste of time to train someone only to discover the potential tutor was not qualified.
Anticipated is the need for a second telephone line to handle the volume of calls. An answering machine will also probably be added for times when the Lab is closed.

Evaluation

This program will be evaluated in several ways. The numbers of students utilizing the service will be noted. Students using the service will be surveyed formally and informally to determine their levels of satisfaction with it. Tutors will also be asked to evaluate whether the program is a good and profitable investment of their time and energies.

Future plans for the Clearinghouse include more frequent training, possible expansion of eligible tutors to part time faculty and students for one quarter beyond the date they leave the University in good standing. A further possibility involves marketing to the local public schools and other nearby colleges and universities.

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INDIANA UNIVERSITY
KOKOMO

THE CAREER DEVELOPMENT OFFICE IN RECRUITING, ADVISING, AND ENROLLING NON-TRADITIONAL STUDENTS

PRESENTERS: Jack Tharp & Jane Adock

ABSTRACT: The Career Development Office is an effective resource in attracting and enrolling non-traditional students. By integrating three distinct services, occupational interest assessment, transition workshops, and a special orientation, the Career Development Office helps non-traditional students bridge the gap between their last educational experience and the new environment of the college classroom.

STUDENT SERVICES

Indiana University Kokomo is a public, urban campus for commuting students. The Office of Career Development and Placement has developed a special retention focus, which concentrates on bringing prospective adult students to the campus in a comfortable and supportive manner.

Adult students are occupationally motivated, yet there are large numbers of non-traditional students that have unclear career goals. Many adults are excited about the opportunity to experience for the first time an occupational interest assessment. The Career Development Office sponsors interest assessments with follow-up counseling, as a free service, available to targeted groups of adults in business, industries, or other suitable places of employment. Individuals who complete the interest assessment are invited to learn about educational options at IU Kokomo. A special seminar called RAS is the second phase of the adult recruitment process.

The RAS (Returning Adult Student) workshop is a three-hour program that is a step-by-step, how to apply, how to register, how to find your way around the University. Returning Adult Student workshops are held

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Kokomo, Indiana
46904-9003

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STUDENT SERVICES

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either on campus, or often in the same location of the initial activity of career interest assessment. The purpose of RAS is to remove the perceived fear that often inhibits adults, who are doubtful about their ability to do college work. Students that attend RAS, progress to a point where they can make a deliberate and informed choice about whether to seek admission.

The adult students that exit RAS and complete the admissions process are assigned to a special adult orientation. This fast-paced, but comprehensive orientation is focused on survival skills needed for the first two weeks of classes, such as how to read a syllabus, how to drop a class, how to approach faculty, and other tips like note taking. The half-day session, conducted by the same person who has delivered the interest assessment and RAS, takes place the weekend immediately preceding the start of classes.

The three phase program: 1) Interest Assessment, 2) RAS Transition Workshop, and 3) Adult Orientation are designed to provide the type of information and support that non-traditional students need to begin a new educational experience. Each of the programs are stand alone entities, but sequenced into a continuum to serve special target audiences. This integrated model permits adult students to enter the University with clearer occupational goals, knowledge of how to make the system work for them, and intensive instruction relating to first semester success.

The Career Development Office, by accepting responsibility for these special programs, has positioned itself to play a critical role in providing non-traditional students with secure and convenient access to the University, at the same time serving as a vital partner in the institional enrollment management effort.

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LA SALLE UNIVERSITY
OFFICE OF THE DEAN
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Overcoming Obstacles to Learning: An Analysis of FYE Adult/Non-Traditional Students on an Urban Campus.

Edna Farace Wilson, Ed.D.
Associate Dean, School of Continuing Studies

Since 1990, La Salle University's School of Continuing Studies has required a FYE course. The presentation will provide a profile of the adult/non-traditional students who enrolled in the FYE course. The profile of 197 students is a summary of data collected through student records, course evaluations, and autobiographies which were part of the FYE assignments. Student retention data will be included. An examination of the obstacles the students encountered in pursuing a baccalaureate education will be presented. The FYE course can be instrumental in enhancing a sense of community for this population. Successful ways for integrating FYE students into the campus environment will be examined.

FYE Autobiographies Provide Insight into Educational Obstacles

It is interesting to note that the majority of students wrote about obstacles which prevented them from college attendance in a more "traditional" manner. The students were not requested to respond directly to educational obstacles but in writing their life stories and examining their life roles, they indicated reasons why they did not pursue the "traditional" college route or had not persisted at previous attempts at non-traditional routes. This data has been reviewed and categorized according to obstacles pertaining to the following: financial, familial responsibilities, emotional problems, employment goals, military service, and previous educational failures. In most instances, the students discussed multiple life roles as obstacles to their education. Although the majority of FYE students was African-American female between the ages of 30 and 39, a comparison of the obstacles based on gender, age, and ethnic origin will be considered.

This session will discuss ways in which the FYE course can provide students with coping strategies to handle multiple roles and to add successfully the role of student to their already busy lives.

Creating a Sense of Community Through FYE

Successful strategies for integrating students in the campus environment will be examined. Creating a FYE peer support group is the first step in creating a sense of belonging. Lack of knowledge of campus resources contributes to a lack of campus community. FYE coursework involves bibliographic instruction from the university librarians and library research assignments which increase the students' knowledge about the library, a major campus resource. Collaborative learning activities are an integral part of FYE and help the students form a level of comfort with group assignments and study groups. This is another tool for enhancing a sense of community. FYE faculty stress the importance of recognizing classmates as resources and encourage FYE students to get to know each other. In many cases, FYE students form clusters and register for additional courses in these clusters. In some instances when clustering is not possible, former FYE students have initiated clusters with non-FYE students.

Evaluation of the FYE Course: An Urban University's 5 Year Experience

The presentation will summarize with an analysis of what has worked and what has not worked at La Salle University. The course syllabus, student and faculty feedback will be reviewed.

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Developing a Comprehensive Retention Program in a Rapid Growth University

Teresa B. Robinson, Presenter

ABSTRACT

The issue of retention has become a reality on the Middle Tennessee State University campus, largely as a result of unparalleled growth. Enrollmen has increased from 11,000 in the 1980's to 17,000 students during the 1993-94 academic year. Unprecedented growth has occurred among the adult population, the commuting population; growth in the minority population has occurred as well.

While no specific individual is assigned the official duty of "Retention", the issue is a growing one. Therefore, during January 1993, the vice president for academic affairs developed a Retention Task Force, headed by the assistant vice president for academic affairs. Task Force members represent key divisions within the university relevant to retention, such as faculty, department chairpersons, the dean of admissions and records, student services administrators, including the director of student orientation, etc. The Retention task force has taken a comprehensive approach, looking at the entire university environment, in proposing action plans, which are described below.

ACADEMIC ADVISORS - Five new positions have been established, one per undergraduate college, identified as academic advisors. Advisors work primarily with freshmen and transfer students, as well as students searching for a major. Advisors routinely counsel conditionally readmitted students, develop faculty advising workshops, offer workshops for students, etc. The primary focus of the academic advisor program is retention of students.

UNIVERSITY 101 - FRESHMAN SEMINAR - Still in its infancy, increased emphasis is being given to this program, in an effort to increase retention. Because of the rapid growth of the university, a great concern involves maintaining personal contact with students. UNIV 101 offers new students a chance to increase the likelihood of graduation through developing career goals, effective study skills, ease the transition to university life, as well as develop the sense of community needed by students.

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities

As a result of increased promotion, UNIV 101 enrollment increased by 50% from Fall 1992 to Fall 1993. An additional increase of 33% is anticipated for the Fall 1994 term. Promotion included mass mailing of UNIV 101 brochures to all prospective freshmen, sessions with students and parents at summer orientation, CUSTOMS, and networking with faculty and academic advisors.

Specialized sections targeted toward certain populations are being offered, as well. For example, during Spring 1994, a section is being offered to high school seniors at an area high school; those later enrolling at MTSU will be tracked for retention purposes. Secondly, sections for the adult learner have been offered during the 1993-94 academic year; likewise, those students will be tracked also.

Other retention efforts underway include:

-Minority mentoring program/Office of Multicultural Affairs

-Athletic Advisor/study hall program

-Adult Student Services office

-Director of New Student Orientation - a new position responsible for new student orientation and related retention efforts.

-Raider XPress - Shuttle buses assisting commuting students from remote parking areas, free of charge.

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Excelling Since 1886 as National College of Education

Living and Learning in a "Sub-Urban" Setting

Presenters: Helen N. Wood, Director - Housing & Residential Life
Robert D. Clark, Vice President- Institutional Planning & Research

[1] The purpose of this presentation is to describe a "new" living/learning residential facility being planned at our institution for our unique blend of "traditional aged" undergraduate students. A history of the residential facility will be first presented, followed by a description of the events and circumstances leading up to the development of the living/learning center concept. Finally, the elements of the planned living/learning facility will be described.

Like most higher education institutions located in urban settings, the majority of undergraduate students at National-Louis University are 25 years and older, commute to one of our four metropolitan Chicago campuses, have had some higher education experiences prior to coming to us, and are in need of services and support not often required of entering traditional age students. However, NLU has historically had a small residential campus located in a suburban community on the edge of Chicago.

In the university's early years these residential students reflected the community where the facility is located, that is: female, white, middle class, and coming from suburban or rural communities. Over the last fifteen years, the demographics of the residential population has changed so that the current students are predominantly non-white, products of inner city public schools, and living in a suburban community for the first times in their lives.

It has been increasingly difficult to recruit and retain this set of 200 or so traditional aged students in our existing residential facility. The university has tried to enact programs geared to entice these students to campus and to keep them there. Two separate initiatives included instituting a limited set of intercollegiate athletic programs for men and women, and, through grant funding, recruiting a set of students in need of specialized academic and support programming. These programs were initially successful in bringing students to campus but not in retaining them through to degree completion. The two major

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reasons cited by currently enrolled students for their lack of willingness to stay are: the lack of a "sense of community" in the university among these traditional aged students and the contrast between the specialized programming students and the more general undergraduate population.

The President of the university appointed a taskforce to study the feasibility of a living/learning center and to make recommendations to him through the Vice President of Student Affairs. The members of the taskforce studying the living/learning concept will be making the presentation at this conference.

The taskforce recommendations have come out of review of the literature, visits to other area institutions which have living/learning facilities, and internal surveys. We know that students come to us because of the quality and types of academic programs we offer. Two approaches have been put forward to keep and recruit residential students. First, current residential students have been asked, through various means, what the university needs to do to retain them through graduation. Second, students being recruited for the fall, 1994 are being informed of pending residential program modifications geared to attracting them to the university. These programs and services include more focused and convenient academic support services, more direct linkages of residential life to the four main academic programs these students are enrolled in through more direct faculty involvement, internships in community agencies, and within house "service" courses and programming.

The audience participation will be actively sought through questions, comments and observations.

THE OHIO STATE UNIVERSITY

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BUILDING VOLUNTEER PARTNERSHIPS IN URBAN COMMUNITIES

R. Dale Safrit, Ed.D.; Extension Specialist, Volunteerism, O.S.U. Extension; Assistant Professor, Agricultural Education; The Ohio State University

Jeff King; Assistant Professor, O.S.U. Extension; The Ohio State University

Kitty Burcsu, Volunteer Center Director, CALLVAC Services, Inc. (The Volunteer Center of Franklin County)

Municipalities face increasing challenges in providing adequate public programs and services for the citizens of our nation. Although these challenges exist in all communities, they are especially apparent in cities and surrounding urban communities where large numbers of individuals live, work, study, and play in a concentrated area. The need and demand for human services in America's cities continue to grow. However, city governments have neither the mandate nor the resources to provide the levels of services necessary to alleviate all social problems. More citizens must assume active volunteer roles in local human and community service programs if the quality of community life is to be maintained and improved. The basis for developing effective strategies to increase the number of volunteers and retain them in service is accurate and up-to-date data regarding who volunteers in urban settings, their activities and motivations, their needs as volunteers, and the problems they encounter.

A national study conducted by the Independent Sector (1992) found that 51 percent of the individuals surveyed performed some volunteer function in 1991. Fifty-three percent of the adult female respondents and 49 percent of the adult males volunteered, while 43 percent of black respondents and 38 percent of Hispanic respondents volunteered. The research findings suggest that adults not employed volunteer at a lower rate (43 percent) than those who are employed on a part (61 percent) or full (58 percent) time basis. The results also suggest a difference in volunteer rates depending on martial status. Married respondents volunteered at a rate of 56 percent; single respondents, 48 percent; and divorced, separated, or widowed respondents, 36 percent. Thirty-two percent of those surveyed with an income of under $10,000 and 38 percent with an income of $10,000 - $19,999 volunteered. The average number of volunteer hours increased by 5 percent, from 4.0 hours per week in 1989 to 4.2 hours in 1991. The time contributed by volunteers in 1991 was estimated to be 176 million dollars.

Empirical data on urban volunteers is virtually non-existent. What data does exist is dated and limited in its practical applications to urban populations. The Franklin County Volunteer Action

Center (1979) conducted a study of volunteerism in the city of Columbus and surrounding Franklin County, Ohio. More than half (57 percent) of the persons interviewed said they had performed some volunteer work in the three months immediately preceding the interview. As a composite group, the volunteers surveyed were slightly younger and had more education, income, and religious affiliations than the general population as a whole. The Volunteer Center disseminated the research findings to community and government agencies involving volunteers in their programs and utilized the findings to strategically guide the Center's plan of work during the past decade.

In 1993, the presenters conducted a research study to acquire descriptive data on volunteers in five Ohio urban communities. The study described selective characteristics of urban volunteers, investigated expressed motivations and needs of urban volunteers, explored possible relationships between selective characteristics of urban volunteers and their expressed motivations and needs. The ultimate purpose of the study was to gather data based on valid and reliable research methodology that would enable volunteer organizations in urban communities to more effectively plan volunteer development programs and activities.

Telephone surveys were administered by local volunteers in each of five Ohio cities: Akron, Cincinnati, Cleveland, Columbus, and Dayton. Two separate surveys were actually utilized; one investigated volunteering among adult respondents age 18 or older, and a second investigated volunteering among youth between the ages of 12 and 17. The surveys provided a statistical basis for determining the number of active volunteers in each identified city, a demographic profile of the volunteers, the kinds of activities to which time was being given, needs of the volunteers, and motivations for volunteering. Beyond an assessment of what people were presently doing, the survey investigated the quality of their volunteer experiences, their overall perception of the concept of "volunteer", possible relationships between volunteering and philanthropy, and explored respondents' future interests in volunteering.

The final study report will be shared with volunteer organizations in the five cities and urban communities at local Community Forums hosted in 1994 by the Volunteer Action Center in each city. Community leaders and representatives from volunteer organizations will be invited to participate in the day-long Forums to study the research findings and to develop recommendations and action strategies for their own organizations and communities. Forum participants will utilize the research findings to develop strategic action plans for their respective organizations that include specific goals and action plans for urban volunteer programs over the next ten years. Finally, each Volunteer Action Center will submit a six month impact report to the Research Study Task Force to summarize actions being undertaken as a result of the research findings, community forums, and report dissemination.

This session will challenge participants to build upon the information obtained from this research study in developing effective strategies to establish and nurture a sense of campus community in urban settings both inside and outside the classroom. Small group discussion, critical dialogue, reflective analysis, and components of strategic planning will be utilized to assist participants in applying the information shared towards creating involving campus community, focusing on diverse urban institutions characterized by large commuting, non-traditional/adult student populations.

PACE UNIVERSITY
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HONORS PROGRAM

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CLUSTERING REVISITED

PRESENTER: Dr. Harold Brown

The Freshman Thinking Project (FTP) was an experimental, one year, cross-disciplinary program which stressed critical thinking and interpersonal relations. The experiment ran for six years and ended in 1992.

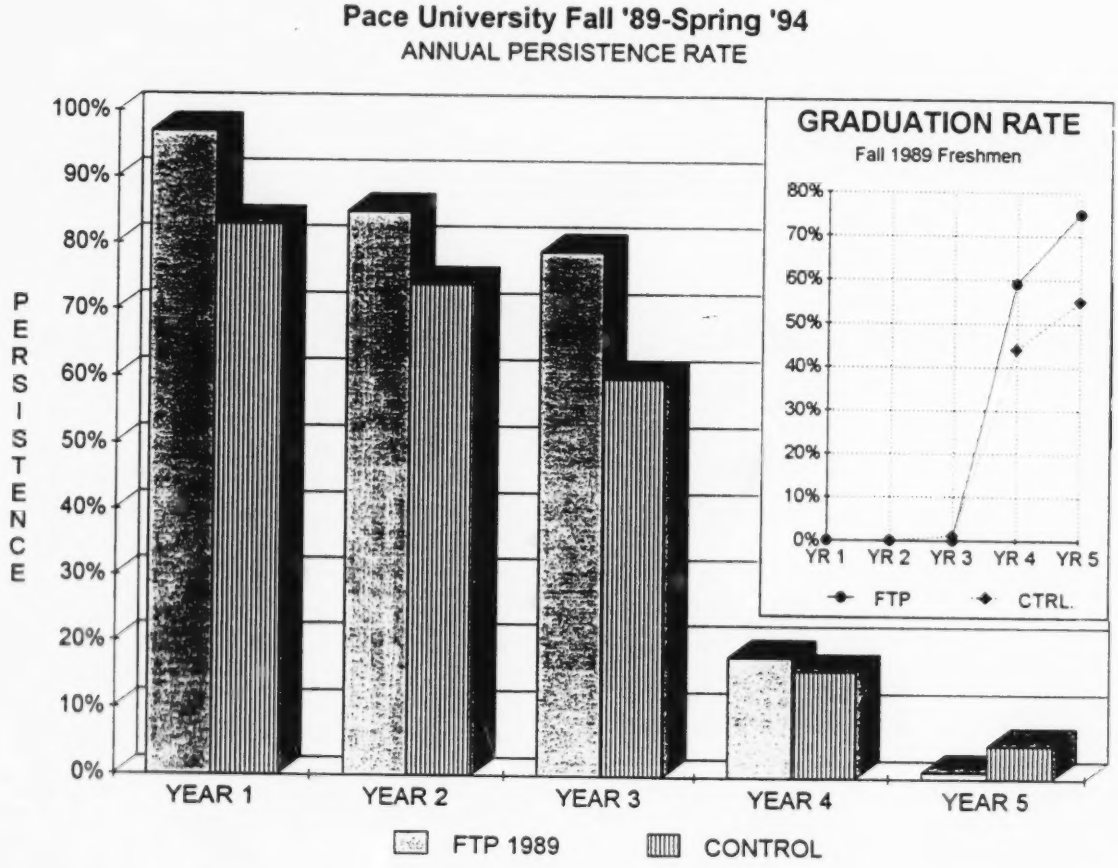
In this presentation we will discuss several of the reasons why the program came to an end, in spite of an excellent retention rate. One reason was the "Clusterphobia" discussed in our presentation in 1992, i.e., "administrative problems such as cost and scheduling; faculty problems such as increased collaboration and preparation time; and student difficulties such as inflexible schedules and more rigorous course requirements."

A second reason was the fact that we did not have sufficient empirical data. We had some two year retention studies, but the evidence was not strong enough to be able to overcome resistance based on the above problems. Now we have comparative studies of graduation rates of students in FTP and students in comparable control groups. [See graph on page two.]

We also have some very interesting research results which Alexander Astin described in What Matters in College?: Four Critical Years Revisited, published in 1993, tending to agree with many of the points made in our presentation, "A Community for Commuters," from December 1990.

At that point we tried to show that it was crucial for the commuter student to find a nurturing, supportive environment of peers with whom the student could identify and grow and develop. By definition, the commuter student can not benefit from what Astin calls "...the prototypical model for undergraduate education in the United States." This of course is the "residential setting that not only removes the student from the home but that also permits and encourages close student-student and student-faculty contact...and a sense of history and tradition that generates a strong sense of community."

To replace the residential community, we used a combination of clustered classes with an integrated curriculum and an extensive series of social and cultural events.



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Reassessing Cost-Effectiveness of the Freshman Studies Program
at
Seton Hall University - An Urban Campus

In 1987 anticipating changes in its external environment, Seton Hall University located in a very urban setting undertook a massive investment program to rebuild its campus in order to transfer itself from being primarily a commuter college to a residential university. This change in the focus created a need for additional services like academic and non-academic advisement at Seton Hall University.

Seton Hall University established its Freshman Studies Program in 1988 with the goal of reducing student drop-out rate from an average 16% to about 10% within the next 10 years. During the first two years, the student drop-out rate came down to about 14% and seems to have stabilized there.

During 1993, at the request of the Provost of the University, we undertook a study to determine the program's cost-effectiveness given the reduction in the drop-out rate of incoming students. The purpose of the study was to examine the extent to which the original predictions made about the cost-effectiveness of the Freshman Studies Program were met. This paper is an extension of our report submitted to the Provost's office.

Our paper will evaluate cost-effectiveness of the Freshman Studies Program as a resource in meeting the needs of both commuters and residential students who represents a ethnically diverse student body at Seton Hall. In so doing the paper has developed a methodology which can be used to measure the effectiveness of the academic programs in general.

As part of our program evaluation, the paper goes beyond merely looking at the monetary aspects and also evaluates the role played by the Freshman Studies Program not just as a tool to improve student retention rate, but as a vehicle to enrich student life on campus and to stabilize enrollments in the light of the declining college-bound population and the changing socio-demographic environment of urban campuses like Seton Hall University.

U N I V E R S I T Y *of* H O U S T O N

Assistant Vice President for Student Services

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STUDENT EMPLOYMENT SERVICES IN URBAN HIGHER EDUCATION: BELLS, WHISTLES, AND CAREER DEVELOPMENT

Dr. David B. Small
Assistant Vice President for Student Services
University of Houston

Surprisingly, there has been a paucity of research conducted on the effects of work on the academic achievement, persistence, and career development of undergraduate students. Given that an estimated 55 percent of all undergraduates, and 75 percent of urban college undergraduates, work while attending college, it would appear long overdue that student affairs professionals begin to examine these relationships.

In this program, participants will be presented with a review of the literature related to the phenomenon of college students who work with an emphasis on findings that have implications for the goals and objectives of an urban college or university student employment program.

Student employment in the urban college or university may be viewed variously as 1) a means to help students financially, 2) as an opportunity to enhance the career development of students, 3) as an educational activity worthy of academic credit, and/or 4) as a way to advance the community relations mission of the institution. The discussion will examine the unique dynamics and opportunities afforded by virtue of the urban setting, as well as the importance of establishing a philosophical basis and organizational consensus as to the purpose of student employment.

An important element of this program will be the subject of delivery systems to support the efficient and effective operations of an urban university student employment service. Automated applications will be thoroughly explored, including a demonstration of a new voice processing system recently adopted at the University of Houston.

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Center for Academic Development

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SI and VSI:MASTERING KILLER COURSES

Deanna C. Martin, Ph.D.

UMKC

Metropolitan Area Schools Project
816 235-1172

Student-Athletic Academic Support
816 235-1033

Supplemental Instruction (National Dissemination)
816 235-1166

Supplemental Instruction (UMKC Program)
816 235-1313

Upward Bound
816 235-1163

This session presents two powerful programs designed to retain students while helping them develop needed academic skills. Both programs focus on student achievement in "killer courses."

SI Overview

Supplemental Instruction (SI) is a highly successful, widely-recognized collaborative learning program developed by the University of Missouri-Kansas City. A recipient of national awards, SI targets *killer courses*. It is offered to *all* enrolled students in those classes, and provides regularly scheduled, out-of-class, peer-facilitated sessions . Research from a national data-base documents student success in over 400 institutions both national and international across disciplines, ethnicities, age and gender. Among the results are: higher course grades (average improvement of 1/2 to 1 full letter grade), lower percentages of withdrawals, higher re-enrollment rates and higher graduation rates.

SI study sessions are informal seminars in which students compare notes, discuss readings, develop organizational tools and predict test items. Students learn how to integrate course content and reasoning skills. The SI leader (a student) acts as a model student of the discipline.

SI was developed as an academic assistance program in response to a high rate of student attrition in historically difficult courses. An examination of student records revealed that attrition is highest in the first six weeks of the first year student academic term. Furthermore, entry profiles did not necessarily predict students who were at risk of dropping out. Special features of the SI program are:

(1) The emphasis in SI is on high-risk courses (those classes with a 30 percent rate of grades of D, F, and withdrawals) rather than high-risk students. All students in a targeted course are urged to attend SI sessions; and students with varying ability levels and ethnicities participate. There is no remedial stigma attached to SI since high-risk courses rather than high risk-students are targeted.

(2) SI is open to all students in the targeted course; therefore, pre-screening of students is unnecessary. The program also provides academic assistance during the critical first six week period of class. SI is often attached to high-risk courses that serve first and second-year students, however, each institution may develop its own definition of "high-risk courses."

(3) The SI leader is a facilitator, not a mini-professor. The role of the leader is to provide structure to the study sessions, not to re-lecture or introduce

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new course material. The SI leader is a model student who demonstrates how successful students think about and process the course content. Collaborative learning is an important strategy since it helps students to empower themselves rather than remaining dependent as they might in traditional tutoring.

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Student-Athletic Academic Support
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Supplemental Instruction (National Dissemination)
816 235-1166

Supplemental Instruction (UMKC Program)
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Upward Bound
816 235-1163

(4) SI sessions are designed to integrate learning processes (study skills) and course content. Learning and study strategies (e.g., note-taking, organization, test preparation) are integrated into the course content during the SI sessions. SI sessions also provide immediate practice and reinforcement of these acquired skills. SI collaborative learning sessions capitalize on the use of the "teachable moment" to apply the learning strategies to the course material.

VSI Overview

Video-based Supplemental Instruction (VSI) offers a powerful alternative to skill-building remedial and developmental courses by pairing content-specific skills instruction with core curriculum required courses. Students are enrolled in a six hour block composed of 3 hours of regularly required course work and 3 hours of skill instruction. A professor of a traditionally difficult history course placed his lecture series on video-tape. Students attend only the video sessions. This taped lecture is used by the facilitator of the VSI and is stopped and restarted as needed to allow time for students to ask questions, interact, discuss concepts and to take advantage of the "teachable moment." Students enrolled in the VSI course were athletes, probationary students, inter-city high school students and students previously dismissed from the university who were college-bound but underprepared.

In place of attending the live lecture class, students meet with a facilitator who guides the students as they view the tapes. The facilitator develops the students' ability to become an independent learner by pausing the information flow (stopping the tape) and allowing students to ask and answer questions. During the VSI class, students interact with each other, discuss, and actively practice learning strategies which will enable them to remember content. Most important of all, they are challenged to think critically about the historical issues unfolding. They engage in preview activities which make the difficult reading they are required to do outside of class more manageable.,

The professor of the required course tests, grades and assigns credit for the 3-hour credit for the required course, thus insuring the application of the same rigorous standards. The facilitator assigns the grade for the 3 hours of study skills credit.

Students enrolled in this course are athletes, English as Second Language Students (ESL), students in academic difficulty, returning adult students, and underprepared, first-generation college students from inner city backgrounds.

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Making Critical Thinking Happen in the Freshman Seminar

by Richard Lawhon, PhD

This approach to teaching thinking skills does not use the phrase "critical thinking" any more than is absolutely necessary, because the phrase deadens the senses of most entering students; it sounds like medicine. Instead, this approach suggests that you begin by letting students experience thinking that is fun. Let them learn, by working out **riddles**, that problem solving not only makes them feel good, it tends to be exciting and–most importantly–they can see themselves developing new skills. You can spend a few lessons or an entire semester using this approach.

As they become successful with simple thinking tasks, the difficulty of the problems and the complexity of the approaches students must take to solve those problems rise dramatically. At this point, usually a few lessons into the semester, they should be told–bluntly, but with continuing humor–that they must learn a new way to think while in college, that their habits from high school, no matter how successful they may have seemed then, are not adequate to the demands of higher education. For example, students could be asked to consider every statement they hear or read to be a challenge to their intelligence. Then, relevant anecdotes from everyday life could be used to show them how to decide whether to believe assertions by systematically checking four things:

1. What they have learned (or think they know) from **personal experience**.
2. What they can find out by consulting **experts**.
3. What they can discover in **references**.
4. What **common sense** tells them.

Following exercises that call for them to use combinations of these four things, students should be reminded that more sophistication is required in the way they express themselves as well as in the way they respond to what others say to them. They can be shown that their maturation process for the past few years (from about the sixth grade) has, in intellectual terms, been a transition from hearing **orders** to hearing **arguments** to hearing **explanations**. After brief illustrations of the way they mostly took orders from their parents, teachers, coaches, and other adults, they can be shown (again using anecdotes from life as they know it) how they became subjected to arguments–from peers as well as from parents and other adults. From there, it is a short leap for the students to consider the differences among **orders, arguments**, and–better than either of these–**explanations**. A key observation they will be helped to make here is that arguments rely on **emotion** and, perhaps, **facts**, while a true explanation contains only facts. Illustrations of each of these two things lead to more practice at separating orders from arguments from explanations.

The conclusion to this method invites students to synthesize the thinking techniques they have learned thus far in the chapter. Among other things they should be asked to construct arguments that sound like explanations and to write a set of thinking guidelines for high school students who are about to enter college.

USC LANCASTER
THE UNIVERSITY OF SOUTH CAROLINA SYSTEM

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BRIDGING THE GAP: DESIGNING SERVICES FOR ADULTS

Lynn M. Ferguson Dianne T. Evans
Brian C. Crenshaw Sara S. Robinson

The most important aspect of any adult program is how successfully an institution can bridge the gap and create a sense of belonging to the new environment: the university. The focus of this workshop is to make participants aware of the impact starting or returning to college has on the adult student and how we, as an institution, can help bridge this gap.

At the University of South Carolina at Lancaster, the average age of female students is 34 and 26 for males. With 23% of its total student population consisting of non-traditional age students, USC-Lancaster has initiated four new programs to cater to the needs of returning adult students.

The presenters will outline a successful four step program for "Bridging the Gap":

I. Back to School Seminars
II. Adult Orientation/Peer Advisors
III. University 101 for Non-Traditional Students
IV. Adult Support Group

I. " ABC's for Adults"

Adults who are seeking to return to formal education after an absence of several years are not prepared to take on a classroom setting. Pertinent information which can be delivered in a thoughtful concise manner, while taking the minimum amount of time is what adult students want.

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II. Adult Orientation/Peer Adivsors

An Adult Peer Advisor Program (PAL: Peer Advisor at Lancaster) has been developed to coincide with the Adult Orientation Program. By virtue of age these students are fearful of their academic abilities and of 'fitting in'. This program focuses on special needs and concerns of adult students. Added insight will be given on developing a similar program. With emphasis placed on selecting, training, compensating and evaluating the Adult Peer Advisors.

III. University 101 for Non-Traditional Students

By enrolling in University 101, the Freshmen Year Experience, adult students are getting the benefits of earning college credit in a course geared toward meeting their needs and issues. This 3 hour credit course offers techniques and strategies for effective time management, stress management, study skills, home and school management. Its emphasis is on survival and success.

IV. Adults in Education

Many students must depend on themselves in order to survive college; however, with a blend of emotional and educational support, students are learning to ban together. Adults in Education is a student organization. Its purpose is to identify educational, social and personal needs of adult students and to promote awareness of opportunities available to meet these needs. It also provides a forum for familiarity and support among adult students.

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Residential Colleges and the Urban Campus Experience

Kristine E. Dillon, PhD.
Associate Vice President, Student Affairs, University of Southern California

Abstract

The University of Southern California has sponsored resident faculty programs since the early 1980s. At USC, the goal of residential colleges is to extend the influence of faculty and the academic experience into the students' residential space in order to create an increased sense of community at the university. This commitment is being made at a time when urban campuses are struggling with negative issues of safety and personal security, with providing campus climates which are responsive and sensitive to a wide array of student cultures of origin, and with finding ways to bring students and faculty together to communicate the values of the academic community. To some, the seemingly traditional or perhaps, anachronistic, concept of the residential college may sound startling when it is offered today at an urban campus as an appropriate and timely vehicle for addressing the successful transition to college life.

With a highly diverse student population including substantial numbers of undergraduates from all domestic underrepresented groups and from over 100 countries throughout the world, USC has found the university residential environment to serve a major role in the creation of a common connection to university values and culture. The establishment of senior faculty in residential positions of leadership working with trained student and professional

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residential life personnel serves as USC's most effective model of creating community and personalized connection to the university as a whole.

This session explores the historic advantages of the residential college model and how it can be implemented effectively to address the real challenges faced by an urban campus today.

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The Prompts Project: Four Years Later

Jean M. Yerian, Associate Dean of Student Affairs
Tracy S. Green, Coordinator of New Student Programs

In 1990, Virginia Commonwealth University began what came to be called the Prompts Project, a large-scale effort aimed at interviewing first-year students about facets of their academic and non-academic lives at VCU. Students in introductory English composition courses were given an imPROMPTu question in each of 15 weeks and asked to respond. The prime movers of the project included a student affairs person who had begun the sponsoring Freshman Year Experience Group, an English composition faculty member who had qualitative research expertise in ethnographic writings, and the campus director of assessment.

An average of 700 students responded to each "prompt," generating about 10,000 writings in all. The mostly-anonymous responses were grouped according to gender, racial/ethnic group, and place of residence. Teams of readers (usually three per question) read and analyzed the writings according to a protocol designed to facilitate readings and highlight prominent themes.

What they read was sometimes surprising, sometimes affirming, sometimes echoing of their own early college experiences, sometimes very dissonant and disturbing. "The Prompts" became widely quoted in conversations around campus, even before the official project report -- *The Challenge of the First Year* -- was issued.

In 1992, a graduate student followed up with some of the students from the Prompts Project, developing a short set of findings she called "The Focus of the Second Year." In both the original project and the follow-up, large classes were identified as particular problems for new students. As one person in the follow-up study so succinctly put it, students feel that "teaching takes place in large classes; learning doesn't."

Recently, Student Affairs and Academic Affairs personnel collaborated to win an $87,000 Funds for Excellence grant from the Commonwealth of Virginia to address first-year student success and satisfaction in the large-classroom environment. The grant will fund four pilot projects with very different approaches to the issue.

During its 1994 reaffirmation of accreditation visit, VCU received a commendation from the Southern Association for the Prompts Project's lively legacy, focusing on and evaluating the freshman year experience. This session will describe project methodology, findings, and outcomes.

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THE INTERDISCIPLINARY STUDIES SEMINAR: ADAPTING AND CHANGING A NEW STUDENT ORIENTATION COURSE

Presenters: Theodore A. Kotila, Assistant Professor of Social Science, ISP

Linda L. Hulbert, Assistant to the Director, ISP

Abstract: The Interdisciplinary Studies Program is the only open admissions program at Wayne State University. This admissions policy has presented us with an interesting set of challanges. In order to deal with the anxieties and identify the skills levels of our new students, several members of the faculty developed a new student conference course, Orientation to Interdisciplinary Studies. This required class met for three full weekends every semester. Members of the faculty, program administrators and academic counsellors presented material which ranged from academic plans of work to the nature of interdisciplinary study and problem solving. Most of the material was presented to the students meeting in plenary sessions, with only an occasional small group session.

Within three years, it became apparent that this format was not meeting our students' needs. They found themselves overloaded with information with little opportunity for refinement of that input.

Most of our new students have some prior college experience. They come from technical, clerical or other business fields, with the skills appropriate to their occupations. They needed to be reaquainted with analytical writing skills; they needed to be reassured that their skills in logic and mathematical comprehension could be restored. So, we revised the course.

The new course, Interdisciplinary Studies Seminar, abandoned all but two days of plenary sessions. It now meets only two full Saturdays a semester. These sessions deal with issues of common interest, such as academic course planning, general discussions of interdisciplinary history and methodology, and introductions to the

university's required mathematics and English proficiency examinations.

The remainder of the work, however, is carried on in the small group seminars, each of which has a maximum enrollment of twenty. These classes meet for three and one-half hours once a week at various locations in the metropolitan area. They are used to provide the students with more personal attention, while developing materials introduced in the plenary sessions and in assigned readings.

We took a look at the research about writing-to-learn as a tool in developing critical reading and thinking skills. The new course format is expected to help our students make the transition from professional and technical writing to the academic writing tasks expected of them in college. Writing-to-learn has become an initial and integral part of our writing-across-the-curriculum program.

Building on the five "problem areas" for non-traditional students, identified by Mike Rose--critical literacy, intellectual competence, conceptualizations of the disciplines, academic discourse, attitudes toward inquiry--we have redesigned our orientation course to include collaborative learning activities, explicit discussions of academic discourse conventions, the practice of reading in the disciplines, early intervention for students at risk, with more immediate and personal feedback on writing tasks.

For further information contact: Theodore A. Kotila, Interdisciplinary Studies Program, 470 CJI, Wayne State University, Detroit, MI, 48202 (313) 577-4612.

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